

Assign score based on participant's *worst* level of functioning during the month prior to the admission date.

		Symptoms
<b>Fully Functional</b>	90-100	None
	80-89	Very minimal
	70-79	Symptoms in reaction to stressors (1 to 2 days maximum)
<b>Borderline Functional</b>	60-69	Mild (e.g. persistent and mildly depressed mood, minimal or no ongoing disability)
	50-59	Moderate (e.g., moderate depression, occasional panic attacks, flat affect, circumstantial speech)
<b>Dysfunctional</b>	40-49	Serious (suicidal thoughts, severe obsessions or persistent anxiety, frequently intoxicated)
	30-39	Impairment in reality testing or communication (delusions, intrusive hallucinations, speech that is at times illogical, irrelevant, or obscure)
	20-29	Behavior is influenced by delusions or hallucinations; serious impairment in communication (at times incoherent) or judgment; suicidal preoccupation
<b>Dangerousness</b>	10-19	Some dangerousness to self or others (suicidal "gestures," violence, manic excitement); gross communication impairment (incoherent or mute)
	1-9	Persistent and imminent danger of self or others
	0	No Information available

For the occupational scale, enter score based on the participant’s primary role during this period, but give credit for additional activities.

Enter score for the *primary role* only (i.e., Worker, Student, or Homemaker)

Assign scores based on participant’s average level of functioning during the month prior to the date of admission.

		Occupational Functioning	
		Worker	
<b>Fully Functional</b>	90-100	Working competitively* and excelling in the workplace (e.g., getting promotions; highly valued by supervisors, etc.).	
	80-89	Working competitively* and doing well at work but not excelling	
	70-79	Working competitively* and having minor difficulties at work; occasional problems with attendance, performance, or work relations	
<b>Borderline Functional</b>	60-69	<i>Consider need for additional supports, such as from a vocational program.</i>	Working competitively* with moderate impairment in performance or work relations; or has moderate problems with attendance or working the scheduled number of hours.
	50-59		Working competitively* with significant impairment in performance or work relations; or has significant problems with attendance or working the scheduled number of hours.
<b>Dysfunctional</b>	40-49	<i>Consider other activities, or contributions to household such as housework and childcare, or managing some kind of income (e.g., allowance, SSI/SSDI checks).</i>	Working a considerable number of hours in a non-competitive work setting.** Also performing at least one other activity (see sidebar to the left).
	30-39		Working some hours in a non-competitive work setting** with minimal participation in other activities.
	20-29		No work activities. Score higher within range if other activities accomplished
<b>Dangerousness</b>	10-19	Not able to obtain 1-2 of the following: food, shelter, clothing, and basic hygiene	
	1-9	Not able to obtain 3-4 of the following: food, shelter, clothing, and basic hygiene	
	0	No information available	

		<b>Occupational Functioning</b>	
		<b>Student***</b>	
<b>Fully Functional</b>	90-100	<p><u>Performance in school:</u> Consider grades; difficulty and number of classes; ability to meet class requirements in a timely manner; need for academic supports beyond norm in community.</p> <p><u>Participation in school-based or extra-curricular activities:</u> Consider level of involvement and difficulty. School attendance should be consistent.</p>	Very high level of functioning with excellent grades and challenging array of activities.
	80-89		High level of functioning with good grades and average array of activities.
	70-79		Satisfactory level of functioning with some minor difficulties maintaining school program.
<b>Borderline Functional</b>	60-69	<p><u>Performance in school:</u> Significantly lower than expected (e.g., lower grades, reduced class load, missed assignments and need for extensions, and/or need for extra supports).</p> <p><u>Participation in school-based or extra-curricular activities:</u> Extra-curricular activities markedly reduced, performed with impairment, or eliminated. School attendance sometimes inconsistent, with some negative consequences.</p> <p>Score lower in the range for a greater number of problems and for greater severity.</p>	For 60-69, must be passing all classes with grades above D.  Score within upper end of range (65-69) if moderate problems in one area.
	50-59		In school with significant impairment in academic performance; or has significant problems with attendance or extra-curricular activities
<b>Dysfunctional</b>	40-49	Performance in school: Not necessarily failing, but preponderance of very poor grades. May have limited attendance. May require extensive assistance	
	30-39	Attends school OCCASIONALLY but failing most or all classes.	
	20-29	Not attending school at all, or attending school and failing all classes.	
<b>Dangerousness</b>	10-19	Not able to obtain 1-2 of the following: food, shelter, clothing, and basic hygiene	
	1-9	Not able to obtain 3-4 of the following: food, shelter, clothing, and basic hygiene	
	0	No information available	

		<b>Occupational Functioning</b>	
		<b>Not in Labor Force – Homemaker****</b>	
<b>Fully Functional</b>	90-100	<i>Keeps home orderly and clean, completes household tasks, and cares for children consistently (no untreated injuries/illnesses; children properly supervised and provided appropriate meals and clothing).</i>	Requires no assistance and completes all tasks in an exceptional manner.
	80-89		Requires little assistance and completes most tasks well.
	70-79		Completes tasks at an acceptable level but has some minor difficulties.
<b>Borderline Functional</b>	60-69	<i>Requires regular assistance with some cleaning, household or child care duties. Without such help, keeps home somewhat untidy, only partially completes household tasks, and cares for children inconsistently (no untreated injuries/illnesses but preventive medical/dental care can be improved; meals are sometimes nutritionally unbalanced or skipped; children have few clean clothes; children are bathed when dirty rather than regularly; supervision outside of home is provided, but sometimes supervision inside the home is lacking).</i>  <i>Score lower in the range for greater number of problems and for increased assistance needed. needed at lower end of range.</i>	Problems in one area more consistent with upper end of range (65-69).
	50-59		Score within lower end of range (50-55) if moderate problems in all three areas, including tidiness, other household tasks, and childcare; or severe problems in one area.
<b>Dysfunctional</b>	40-49	<i>Requires extensive help with childcare, home cleaning and household duties. Without help, home is untidy, ranging from lots of dust, dirty dishes, and trash piled in rooms; to vermin or pest infestation, smells of mildew, and home layered with dirt, debris, or food waste.</i>  <i>Without help, care for children is inadequate (inadequate medical attention, meals provided about once a day or less; children are lacking 1-2 basic items of clothing or some essential items are in very poor condition; inappropriate or no supervision).</i>	Severe difficulty and need for help in one area (score within lower end of range for inadequate performance as the severity and number of problems increase).
	30-39		Makes contributions to two or three of these areas, but generally needs significant help.
	20-29		Makes minor contributions to one or two of the three areas, but generally needs significant help.
<b>Dangerousness</b>	10-19	Not able to obtain 1-2 of the following: food, shelter, clothing, and basic hygiene	
	1-9	Not able to obtain 3-4 of the following: food, shelter, clothing, and basic hygiene	
	0	No information available	

**Assign score based on participant’s average level of functioning during the month prior to admission**

- Both friends and family should be considered in this rating
- Rating should take into account the number of relationships, the meaningfulness of these relationships (frequency of contact and ability to confide in one another), and ability to develop new relationships.
- Consider frequency of conflict, how conflict is resolved, and presence of social avoidance or withdrawal.
- Individuals with no meaningful relationships should be rated no higher than the dysfunctional range.
- Do not consider relationships with professional caregivers when rating in the Borderline Functional and Fully Functional ranges, but do consider interactions with professional caregivers when making ratings in the Dysfunctional and Dangerousness ranges.

		<b>Social</b>
<b>Fully Functional</b>	90-100	Superior functioning: Many meaningful interpersonal relationships; skilled at developing new relationships.
	80-89	Socially effective: At least three meaningful interpersonal relationships; able to develop new meaningful relationships.
	70-79	Slight impairment: At least two meaningful interpersonal relationships, or relationships limited to people in family or household; some difficulty in developing new meaningful relationships; low levels of difficulty with interpersonal conflict or avoidance.
<b>Borderline Functional</b>	60-69	At least one meaningful interpersonal relationship, but appreciable difficulty with interpersonal conflict or avoidance.
	50-59	Able to maintain at least one meaningful interpersonal relationship, but frequent difficulty (most days) with interpersonal conflicts or withdrawal.
<b>Dysfunctional</b>	40-49	No meaningful interpersonal relationships, but connects to others in the course of ordinary daily life without conflict or difficulty; able to have conversations and/or participate in group activities.
	30-39	No meaningful interpersonal relationships, as well as intermittent difficulty in relating to others in the course of ordinary daily life, sustaining conversations, and/or participating in group activities.
	20-29	No meaningful interpersonal relationships, as well as regular difficulty in relating to others in the course of ordinary daily life, sustaining conversations, and/or participating in group activities.
<b>Dangerousness</b>	10-19	No meaningful interpersonal relationships, selectively dysfunctional connections to others [actively avoids and/or pushes some people away]
	1-9	No meaningful interpersonal relationships, grossly dysfunctional connections to others [actively avoids and/or pushes most people away]. Only able to interact with people for brief periods of time
	0	No information available

\* Competitive work includes jobs paying at least minimum wage and for which anyone in the community can apply. Under-the-table work can also be considered competitive, as long as the worker is paid at least minimum wage. If a person works for a family member or close friend, consider the extent to which the person's position is protected or limited by those family or friend relationships in deciding whether those jobs are competitive. Jobs set aside for people with mental illness or other disabilities are not considered competitive work.

\*\* Non-competitive work includes work in sheltered workshops or jobs completed with family members or close friends only. If person is working for a family member or friends, consider the extent to which individual's position is limited or protected by these relationships.

\*\*\* Rate lower within the decile if the individual has accommodations or a modified schedule. For students on summer vacation or enrolled for the fall, score based on most recent academic performance, and rate up or down in decile on the basis of other activities.

\*\*\*\* This does not apply to individuals who could be in the labor force or who would be expected to be a student as their primary role.